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ABSTRACT

A bilingual vocational training program was instituted to provide fifty-six Spanish- and Chinese-speaking students with a chance to acquire English language skills and training as medical clerks simultaneously. Community benefits expected and evident need in the area for bilingual medical-clerical employees led to the choice of this field. The twelve-month, four-quarter program had courses concentrated in skill development (office skills and medical office procedures) and English proficiency (language training and medical terminology). On-the-job experience came from work in local offices and clinics, the time ratio of classwork to fieldwork being 3:1. Sixteen courses were developed along with support services that included bilingual counseling and a learning center with bilingual instructors. The bilingual staff availed themselves of an extensive and individualized development program consisting of workshops and inservice training. The program was judged successful based on (1) overall positive student and staff response; (2) on-the-job training completion by 70% of students; (3) very high student achievement since twenty-two of the thirty-eight program completers received full-time employment (resulting in 183% increase in median income), while ten students decided to continue studying; and (4) staff gains in skills and experience resulting from program participation and inservice training. (Course descriptions, exercises, and a student questionnaire are appended.) (CP)

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P R O J E C T S A L U D

FINAL REPORT

DEANZA COLLEGE

1978-79

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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SUBMITTED BY:

RICHARD H. REYES
PROJECT EVALUATOR

TABLE OF CONTENTS

	PAGE
INTRODUCTION: PROJECT OVERVIEW	1
PROGRAM GOALS, OBJECTIVES AND EVALUATION PROCEDURES	4 - 8
STUDENT ACHIEVEMENT OBJECTIVES AND EVALUATION PROCEDURES	9 - 10
PROGRAM ACTIVITIES	
ADMINISTRATION AND STAFFING	11
STAFF DEVELOPMENT	12
INSTRUCTIONAL METHODOLOGY	13
ON-THE-JOB TRAINING	14 - 15
STUDENT ATTITUDES	16 - 17
CHILD CARE	18
FINANCIAL ASSISTANCE	18
COUNSELING SERVICES	19
LEARNING AND TUTORIAL CENTERS	19 - 20
CONCLUSIONS	21 - 22
APPENDIX A	
APPENDIX B	
APPENDIX C	
APPENDIX D	
APPENDIX E	
APPENDIX F	
APPENDIX G	
APPENDIX H	
APPENDIX I	

INTRODUCTION: PROJECT OVERVIEW

PROJECT SALUD, A BILINGUAL VOCATIONAL TRAINING PROGRAM, IS LOCATED AT THE BILINGUAL CENTER IN SUNNYVALE, CALIFORNIA. THE BILINGUAL CENTER IS PART OF DEANZA COMMUNITY COLLEGE. DEANZA COLLEGE IS A PUBLICLY SUPPORTED COMMUNITY COLLEGE IN THE FOOT-HILL COMMUNITY COLLEGE DISTRICT, SANTA CLARA COUNTY, CALIFORNIA. DEANZA COLLEGE IS A FULLY ACCREDITED INSTITUTION.

THE BILINGUAL CENTER, LOCATED IN SUNNYVALE, CALIFORNIA, WAS CREATED TO SERVE THE LARGE SPANISH AND ASIAN POPULATION. APPROXIMATELY 20% OF THE RESIDENTS IN SUNNYVALE COME FROM HISPANIC OR ASIAN ANCESTRY. A RECENT SURVEY CONDUCTED BY THE BILINGUAL CENTER RESEARCH DEPARTMENT INDICATES THAT SPANISH IS THE DOMINANT LANGUAGE IN 44% OF THE HOUSEHOLDS IN THE IMMEDIATE VICINITY AND CHINESE IS SPOKEN IN 20%; ENGLISH IS SPOKEN IN ONLY 26% OF THE HOMES. THE UNEMPLOYMENT RATE FOR THESE RESIDENTS WAS NEARLY TWICE THE NATIONAL AVERAGE.

RESULTS FROM A COUNTY SURVEY IN 1976 INDICATED THAT A TOTAL OF 1,500 SPANISH-SPEAKING RESIDENTS IN SUNNYVALE NEEDED ENGLISH AS A SECOND LANGUAGE TRAINING. THIS LACK OF ENGLISH COMPETENCY UNDOUBTEDLY CONTRIBUTED TO THE HIGH UNEMPLOYMENT RATE DESCRIBED ABOVE.

PROJECT SALUD WAS DESIGNED TO PROVIDE SPANISH AND CHINESE STUDENTS WITH THE OPPORTUNITY TO ACQUIRE ENGLISH LANGUAGE SKILLS WHILE OBTAINING VOCATIONAL TRAINING. THIS PROGRAM IS DESIGNED TO PROVIDE VOCATIONAL TRAINING TO STUDENTS WHO WISH TO BECOME FULL-TIME MEDICAL CLERKS.

VOCATIONAL TRAINING IN THE MEDICAL/CLERICAL FIELD WAS SELECTED PRIMARILY BECAUSE OF A NEED EVIDENCED IN THIS GEOGRAPHICAL AREA. THE MAJOR MEDICAL FACILITIES IN THE AREA WERE SURVEYED AND FINDINGS REVEALED A CONSIDERABLE NEED FOR BILINGUAL MEDICAL/CLERICAL EMPLOYEES. IT WAS EXPECTED THAT THE IMPLEMENTATION OF PROJECT SALUD WOULD PROVIDE THE FOLLOWING BENEFITS TO STUDENTS AND THE COMMUNITY:

THE AFFECTIVE GROWTH OF STUDENTS SHALL BE GREATLY ENHANCED BY THE FACT THAT EXISTING EDUCATORS HAVE BEEN SENSITIZED TO THE NEEDS OF THE SPANISH-SPEAKING AND CHINESE-SPEAKING POPULATION.

THE COGNITIVE ACHIEVEMENT OF STUDENTS SHALL PROGRESS MUCH MORE SATISFACTORILY BECAUSE OF THE INSTRUCTION IN THEIR PRIMARY LANGUAGE. THAT IS, STUDENTS WILL BE REQUIRED TO MAKE THE TRANSITION FROM SPANISH TO ENGLISH/CHINESE TO ENGLISH WITH GREATER EASE WHILE MAINTAINING AN ACCEPTABLE LEVEL OF ACHIEVEMENT.

PROJECT SALUD WILL PROVIDE AN ACCEPTABLE AND DESIRABLE ENTRY TO MEXICAN-AMERICAN/ASIAN-AMERICAN PERSONS WISHING TO ENTER THE VOCATIONAL EDUCATIONAL TRAINING PROGRAM IN ALLIED HEALTH FIELDS.

PROJECT SALUD WILL PROVIDE A WELL DOCUMENTED MODEL OF INSTRUCTION FOR BILINGUAL VOCATIONAL PROGRAMS FOR OTHER INSTITUTIONS WISHING TO IMPLEMENT SUCH PROGRAMS.

THE COMMUNITY WILL BENEFIT FROM THE PROGRAM WHICH PREPARES EMPLOYERS, STUDENTS AND COMMUNITY MEMBERS WITH QUALIFIED BILINGUAL MEDICAL CLERKS.

PROJECT SALUD IS A 12-MONTH PROGRAM SPECIFICALLY DESIGNED TO PROVIDE SPANISH AND CHINESE-SPEAKING STUDENTS THE OPPORTUNITY TO OBTAIN TRAINING IN THE MEDICAL/CLERICAL FIELD. STUDENTS MUST SUCCESSFULLY COMPLETE COURSES OFFERED OVER FOUR QUARTERS. THE COURSES CONCENTRATE IN DEVELOPING SKILLS REQUIRED OF MEDICAL CLERKS. IN ADDITION, EXTENSIVE TRAINING IN THE ACQUISITION OF ENGLISH PROFICIENCY IS ALSO EMPHASIZED. STUDENTS PARTICIPATE IN THREE-QUARTERS OF CLASSWORK AND ONE-QUARTER OF FIELDWORK EXPERIENCE.

SIXTEEN COURSES WERE DEVELOPED, ALL OF WHICH UTILIZE BILINGUAL INSTRUCTION. A TOTAL OF FOURTEEN INSTRUCTORS CONDUCT CLASSROOM INSTRUCTION. APPENDIX A CONTAINS DETAILED COURSE DESCRIPTIONS WHILE APPENDIX B PROVIDES A LIST OF INSTRUCTORS, THEIR QUALIFICATIONS AND THEIR LANGUAGE PROFICIENCY.

IN ADDITION TO THE INSTRUCTIONAL COMPONENTS, A NUMBER OF SUPPORT SERVICES HAVE ALSO BEEN PROVIDED. SUPPORT SERVICES INCLUDE EXTENSIVE BILINGUAL COUNSELLING AND A LEARNING CENTER WITH BILINGUAL INSTRUCTORS. IN ADDITION, STUDENTS MAY PARTICIPATE IN INDIVIDUALIZED TUTORIAL SESSIONS OFFERED THROUGH DEANZA COLLEGE.

GOALS , OBJECTIVES AND EVALUATION PROCEDURES

THE FOLLOWING DETAILS THE SPECIFIC GOALS AND OBJECTIVES OF PROJECT SALUD AND THE EVALUATION PROCEDURES FOR EACH.

OBJECTIVE NUMBER 1: COMMUNITY INFORMATION AND STUDENT RECRUITMENT

To inform the Spanish and Chinese-speaking persons in the DeAnza College service area, especially the underemployed and unemployed, about the opportunity available through education to increase competency in English to a degree sufficient to be employed as a medical clerk typist.

ACTIVITIES AND EVALUATION PROCEDURES

WEEKLY RADIO ANNOUNCEMENTS WERE AIRED ON THE CENTER'S WEEKLY 15-MINUTE RADIO PROGRAM AT LEAST TWO MONTHS BEFORE THE PROGRAM ACTUALLY COMMENCED.

PUBLIC SERVICE ANNOUNCEMENTS WERE PERIODICALLY AIRED ON SPANISH AND CHINESE RADIO STATIONS; E.G., KANTA, KBRG, KSJS.

TWO THOUSAND FLYERS EXPLAINING THE PROGRAM WERE PRINTED AND DISTRIBUTED IN CONCENTRATED AREAS WHERE THE LARGE SPANISH-SPEAKING AND CHINESE-SPEAKING POPULATION RESIDES.

PUBLIC SERVICE ANNOUNCEMENTS WERE PERIODICALLY ANNOUNCED ON SPANISH TV STATIONS; E.G., CHANNELS 36, 20, 60 AND CHANNEL 2 KTVU'S CHINESE BILINGUAL SHOW, 'ASIAN NOW.'

FLYERS EXPLAINING THE PROGRAM'S BENEFITS WERE DISTRIBUTED AT ST. MARTIN'S CATHOLIC CHURCH IN SUNNYVALE, THE BUDDHISH TEMPLE OF MOUNTAIN VIEW AND BUDDHIST CHURCH BETSUIN OF SAN JOSE, AACI (ASIAN AMERICANS FOR COMMUNITY INVOLVEMENT) MEETINGS, LOCAL HIGH SCHOOLS, CALIFORNIA STATE EMPLOYMENT OFFICES IN SAN JOSE AND PALO ALTO, AND THE SANTA CLARA COUNTY PUBLIC ASSISTANCE DEPARTMENT.

ARTICLES ABOUT THE PROGRAM WERE PRINTED IN LOCAL NEWSPAPERS, INCLUDING:

- A. SUNNYVALE SCRIBE
- B. PALO ALTO TIMES
- C. SAN JOSE MERCURY NEWS
- D. LA VOZ (DEANZA COLLEGE NEWSPAPER)

IN ADDITION TO THE INITIAL DISSEMINATION ACTIVITIES, INFORMATION CONCERNING THE PROJECT WAS DISSEMINATED THROUGHOUT THE LENGTH OF THE TRAINING PERIOD. INFORMATION WAS REQUESTED BY MANY AGENCIES THROUGHOUT THE UNITED STATES. INFORMATION WAS COMPILED BY THE STAFF AND RETURNED TO SCHOOLS AND AGENCIES UPON REQUEST. APPENDIX C

CONTAINS A LIST OF THOSE AGENCIES AND SCHOOLS. DISSEMINATION OF INFORMATION WAS ALSO COMPLETED LOCALLY. THE PURPOSE OF THIS DISSEMINATION EFFORT WAS PRIMARILY FOR RECRUITING STUDENTS AND, LATER IN THE PROJECT, FOR SEEKING EMPLOYMENT FOR PARTICIPANTS. DISSEMINATION ACTIVITIES CONSISTED MAINLY OF INFORMING HOSPITALS AND CLINICS AND PRIVATE DOCTORS' OFFICES. INFORMATION WAS SENT BY MAIL AND PERSONAL VISITS WERE MADE BY STAFF MEMBERS. APPENDIX D CONTAINS A LIST OF THESE AGENCIES.

OBJECTIVE NUMBER 2: STUDENT ENROLLMENT

To select 50 persons from this target group whose inadequate English competency is still sufficient to help them benefit from the intensive instruction in English language and medical office clerical skills.

ACTIVITIES AND EVALUATION PROCEDURES

ACCORDING TO PROGRAM ATTENDANCE RECORDS, BY THE END OF THE SECOND QUARTER 56 STUDENTS WERE ENROLLED IN THE PROJECT. OF THE 56 STUDENTS, 14 WERE CHINESE SPEAKERS AND 42 WERE SPANISH SPEAKERS.

OBJECTIVE NUMBER 3: INSTRUCTIONAL COMPONENT

To provide a minimum of 25 Chinese speaking and 25 Spanish speaking unemployed/ underemployed residents with a vocational Bilingual Medical/Clerical Training Program which will include:

*Intensive English As A Second Language Training
Office Skills Training
Medical Office Procedures
Bilingual Medical Terminology Instruction
Job Preparation - Guidance & Field Experience*

ACTIVITIES AND EVALUATION PROCEDURES

THE OVERALL OBJECTIVE OF RECRUITING 50 STUDENTS WAS ACCOMPLISHED. HOWEVER, THE ORIGINAL GOAL OF ENROLLING 25 SPANISH AND 25 CHINESE STUDENTS HAD TO BE ALTERED TO REFLECT THE MAKEUP AND STATUS OF THE TARGET POPULATION.

A TRAINING PROGRAM WAS DEVELOPED AND IMPLEMENTED DURING FOUR ACADEMIC QUARTERS. VARIOUS COURSES WERE DESIGNED AND IMPLEMENTED TO OFFER STUDENTS SPECIFIC SKILLS IN THE AREAS IDENTIFIED ABOVE. THE FOLLOWING IDENTIFIES THE COURSES OFFERED ACCORDING TO EACH SKILL AREA:

INTENSIVE ENGLISH AS A SECOND LANGUAGE TRAINING

ESL 1,2,3,4
ESL 101, 102, 103

OFFICE SKILLS TRAINING

ELEMENTARY TYPEWRITING
INTERMEDIATE TYPEWRITING
SKILL BUILDING FOR TYPISTS
INTRODUCTION TO BUSINESS
BUSINESS ENGLISH
BUSINESS CORRESPONDENCE
BUSINESS MATHEMATICS AND MACHINES
FUNDAMENTALS OF ACCOUNTING

MEDICAL OFFICE PROCEDURES

TYPING COURSES
BUSINESS ENGLISH
BUSINESS CORRESPONDENCE

BILINGUAL MEDICAL TERMINOLOGY INSTRUCTION

MEDICAL TERMINOLOGY
ESL READING AND COMPOSITION

JOB PREPARATION, GUIDANCE AND FIELD EXPERIENCE

WORK EXPERIENCE PLACEMENTS
INTRODUCTION TO COLLEGE
ASCERTIVENESS TRAINING
JOB PREPARATION

OBJECTIVE NUMBER 4: SUPPORT SERVICES

To provide support services to enable at least 80 percent of the students to acquire and demonstrate sufficient competence in English and in medical office clerical skills to qualify for employment as medical clerk typists.

ACTIVITIES AND EVALUATION PROCEDURES

THE FOLLOWING DESCRIBES THE SUPPORT SERVICES OFFERED TO STUDENTS ENROLLED IN PROJECT SALUD.

BILINGUAL COUNSELORS WERE EMPLOYED SPECIFICALLY FOR PROJECT SALUD PARTICIPANTS. ONE COUNSELOR IS BILINGUAL IN SPANISH/ENGLISH; THE OTHER IS BILINGUAL IN CHINESE/ENGLISH.

BILINGUAL TUTORS WERE RECRUITED SPECIFICALLY FOR THE PROJECT. TUTORS WERE AVAILABLE FOR IN-CLASS AS WELL AS INDIVIDUAL OUT-OF-CLASS TUTORING FOR ALL SUBJECT AREAS,

ASSISTANCE WAS GIVEN TO ALL OF THE STUDENTS WHO QUALIFIED FOR FINANCIAL AID. THE FINAL DECISION OF ELIGIBILITY TO RECEIVE FINANCIAL AID, HOWEVER, WAS MADE BY THE FINANCIAL AID OFFICE OF DEANZA COLLEGE.

INSTRUCTIONAL MATERIALS WERE TRANSLATED AND DUPLICATED BY THE PROJECT STAFF.

THE LEARNING CENTER WAS AVAILABLE TO ALL STUDENTS. STUDENTS COULD USE THE LANGUAGE LAB AS A CLASS OR FOR INDIVIDUAL STUDIES.

STUDENTS' ACQUISITION OF SKILLS ARE EVIDENCED FROM GRADE POINT AVERAGES DESCRIBED IN TABLE I. THESE COURSES INCLUDE SPECIFIC SKILLS NECESSARY FOR SUCCESSFUL JOB PERFORMANCE AS MEDICAL CLERK TYPISTS AND SPECIFIC SKILLS NECESSARY TO OBTAIN ADEQUATE ENGLISH PROFICIENCY,

TABLE I		
	AVERAGE GPA	NUMBER OF STUDENTS
WINTER '78	2.84	29
SPRING '78	3.45	38
SUMMER '78	3.58	24

OBJECTIVE NUMBER 5: ON-THE-JOB TRAINING

By the end of the third academic quarter, 50% of the students will be placed in on-the-job training in local medical facilities, to further enhance their employability.

EVALUATION PROCEDURES

ACCORDING TO PROJECT RECORDS, 70% OF THE STUDENTS COMPLETED ON-THE-JOB TRAINING IN HEALTH FACILITIES.

OBJECTIVE NUMBER 6: JOB PLACEMENT OPPORTUNITIES

By the end of the fourth academic quarter, 80% of the students will be placed and employed in medical centers as bilingual medical clerks.

EVALUATION

TWENTY-TWO OF THE STUDENTS WERE PLACED IN JOBS. IN ADDITION, 10 OF THE PARTICIPANTS ARE CONTINUING THEIR EDUCATION. IN ORDER TO EVALUATE THE IMPACT OF THE PROGRAM, AN INCOME STUDY WAS COMPLETED. RESULTS OF THE STUDY ARE PRESENTED IN TABLE II.

TABLE II			
MEDIAN INCOME BEFORE AND AFTER THE PROGRAM			
<u>NUMBER OF</u> <u>RESPONDENTS</u>	<u>MONTHLY INCOME</u> <u>BEFORE ENTERING</u> <u>THE PROGRAM</u>	<u>MONTHLY INCOME</u> <u>AFTER PARTICIPATING</u> <u>IN THE PROJECT</u>	<u>% CHANGE</u>
16	\$300	\$850	183.33

RESULTS PRESENTED IN THE TABLE INDICATE THE PROGRAM HAD A MAJOR IMPACT IN INCREASING STUDENT EARNING POWER.

RESULTS INDICATE AN AVERAGE INCREASE OF 183% IN EARNING CAPABILITIES FOR STUDENTS WHO COMPLETED THE PROGRAM.

STUDENT ACHIEVEMENT OBJECTIVE AND EVALUATION PROCEDURES

OBJECTIVE NUMBER 1: *Provide a 12-month program of course work to participants which will enable future bilingual medical clerks with competence in Spanish and Chinese to:*

Acquire the necessary English skills to obtain a minimal 100 score on the ILYIN ORAL INTERVIEW at the end of the 12-month project.

EVALUATION

IN ORDER TO DETERMINE THE ACQUISITION OF ORAL LANGUAGE SKILLS, ALL STUDENTS WERE PRE AND POST TESTED USING THE ILYIN ORAL TEST. TABLE III PRESENTS THE PRE AND POST-TEST RESULTS.

TABLE III			
MEANS AND PERCENTAGE INCREASE ON THE ILYIN ORAL TEST			
	<u>PRE TEST</u>	<u>POST TEST</u>	<u>GAIN IN PERCENTAGE</u>
MEAN	37.88	57.97	53%
STANDARD DEVIATION	18.3	14.6	
T TEST: 9.1; SIGNIFICANT BEYOND .001			

Achieve a typewriting proficiency of not less than 40 wpm at the end of the 12-month project.

EVALUATION

TEST RESULTS AFTER SIX MONTHS OF INSTRUCTION ARE INCLUDED IN TABLE IV.

TABLE IV		
AVERAGE NUMBER WORDS CORRECT PER MINUTE		
	<u>INTERMEDIATE</u>	<u>ADVANCED</u>
AVERAGE	27.25	44.19 WPM

Acquire the necessary competency in medical terminology to satisfy the standard medical office requirements for employment by the end of the 12-month project.

EVALUATION

A TOTAL OF 39 STUDENTS ENROLLED IN THE MEDICAL TERMINOLOGY COURSE. OF THESE, EIGHT RECEIVED AN INCOMPLETE OR NO CREDIT, WHILE THE REMAINING 31 STUDENTS COMPLETED THE COURSE. OF THE 31 STUDENTS COMPLETING THE COURSE, 29 STUDENTS, OR 94%, RECEIVED A GRADE OF 'C' OR BETTER. OF ALL THE STUDENTS BEGINNING THE COURSE, 74% OF THE STUDENTS RECEIVED A 'C' OR BETTER. THE AVERAGE GPA FOR THE STUDENTS COMPLETING THE COURSE WAS 3.5.

PROGRAM ACTIVITIES

ADMINISTRATION AND STAFFING

PROJECT SALUD IS UNDER DIRECT SUPERVISION AS THE DIRECTOR OF THE BILINGUAL CENTER. THE DIRECTOR OF THE BILINGUAL CENTER HAS ULTIMATE RESPONSIBILITY FOR THE IMPLEMENTATION OF THE PROJECT. THE DIRECTOR REPORTS TO THE INTERCULTURAL DIVISION DEAN AT DEANZA COLLEGE. FOR AN ORGANIZATIONAL DIAGRAM SEE APPENDIX E.

THE PROJECT EMPLOYS A COORDINATOR TO HANDLE THE DAY-TO-DAY OPERATIONS. ALL OF THE COORDINATOR'S ACTIVITIES ARE SUPERVISED BY THE DIRECTOR OF THE BILINGUAL CENTER. STAFF INPUT CLEARLY INDICATES THAT THE COORDINATOR'S POSITION WAS CRITICAL TO THE SUCCESSFUL IMPLEMENTATION OF THE PROGRAM.

FROM DIRECT OBSERVATION AND FACULTY SURVEY RESULTS, THE ORGANIZATIONAL STRUCTURE THAT HAS EXISTED DURING THE PROJECT'S DURATION WAS EXTREMELY SUCCESSFUL. THE STAFF WAS PARTICULARLY SATISFIED WITH THE SUPPORT THE DIRECTOR PROVIDED REGARDING THEIR INSTRUCTIONAL ACTIVITIES. IN ADDITION, THE STAFF FELT THE STAFF DEVELOPMENT SERVICES PROVIDED WERE EXTREMELY USEFUL.

THE INSTRUCTIONAL STAFF IS HIGHLY TRAINED IN BILINGUAL INSTRUCTIONAL METHODOLOGIES. THE STAFF CONSISTS OF 14 INSTRUCTORS, ALL OF WHOM ARE BILINGUAL. TEN OF THE INSTRUCTORS HAVE MASTER OF ARTS DEGREES, THREE HOLD BACHELOR OF ARTS OR SCIENCE DEGREES, AND ONE HAS AN AA DEGREE. ELEVEN OF THE INSTRUCTORS ARE SPANISH SPEAKING AND THREE ARE CHINESE SPEAKING. FOR A COMPLETE LIST OF INSTRUCTORS AND THE COURSES THEY TEACH, SEE APPENDIX B.

STAFF DEVELOPMENT

AFTER CAREFULLY ASSESSING STAFF COMPETENCIES, A STAFF DEVELOPMENT PROGRAM WAS DESIGNED AND IMPLEMENTED. THE STAFF DEVELOPMENT PROGRAM WAS HIGHLY INDIVIDUALIZED IN ORDER TO MEET THE NEEDS OF EACH STAFF MEMBER.

STAFF DEVELOPMENT ACTIVITIES WERE EVALUATED BY EACH STAFF MEMBER. RESULTS FROM THESE EVALUATIONS INDICATE THAT THE SERVICES PROVIDED WERE HELPFUL IN DEVELOPING STAFF COMPETENCIES IN BILINGUAL INSTRUCTION.

SOME OF THE WORKSHOPS AND INSERVICES STAFF MEMBERS PARTICIPATED IN ARE LISTED BELOW:

EMPLOYMENT AND TRAINING ASSN. OF CALIFORNIA CONFERENCE
OCTOBER 29, 1978
OAKLAND, CALIFORNIA

CATESOL SIXTH ANNUAL MINI-CONFERENCE
NOVEMBER 4, 1978
U. C. BERKELEY

PACIFIC ASIAN AMERICAN BILINGUAL EDUCATION CONFERENCE
FEBRUARY 18, 1978
SAN DIEGO, CALIFORNIA

WORKSHOP ON BILINGUAL VOCATIONAL EDUCATION
MARCH, 1978
UNIVERSITY OF SAN FRANCISCO, MULTICULTURAL DEPARTMENT

ESL WORKSHOP, METHODS AND MATERIALS
SAN FRANCISCO COMMUNITY COLLEGE DISTRICT
31 GOUGH STREET, SAN FRANCISCO

BILINGUAL TEACHER COMPETENCIES SEMINAR
AMAE CONFERENCE
MAY, 1977
SAN MATEO, CALIFORNIA

SEMINAR FOR BUSINESS TEACHERS
SANTA CLARA COUNTY MANPOWER DEVELOPMENT
LE BARON HOTEL, SAN JOSE, CALIFORNIA

INSTRUCTIONAL METHODOLOGY

THE MAJOR FOCUS OF THE PROGRAM WAS TO PROVIDE STUDENTS WITH A HIGHLY INDIVIDUALIZED BILINGUAL INSTRUCTION PROGRAM. THE ACTIVITIES WERE DESIGNED TO PROVIDE STUDENTS THE OPPORTUNITY TO MASTER SPECIFIC CONTENT INFORMATION IN THEIR NATIVE LANGUAGE WHILE INCREASING THEIR PROFICIENCY IN ENGLISH.

THE GENERAL APPROACH WAS TO PROVIDE STUDENTS WITH PRACTICAL COURSE WORK, EMPHASIZING JOB RELATED ACTIVITIES. THESE ACTIVITIES WERE DESIGNED AROUND ACTUAL JOB EXPERIENCES. FOR AN EXAMPLE OF A SPECIFIC INSTRUCTIONAL EXERCISE, SEE APPENDIX F.

ON-THE-JOB TRAINING

IN ADDITION TO THE CLASSROOM INSTRUCTIONAL COMPONENT, STUDENTS WERE ALSO PROVIDED ON-THE-JOB TRAINING ACTIVITIES. DURING THE FOURTH QUARTER, STUDENTS ARE PLACED IN LOCAL HEALTH CARE FACILITIES WHERE THEY CAN GAIN REAL WORK EXPERIENCE. TRAINING SITES INCLUDED HOSPITALS, HEALTH CLINICS, CONVALESCENT HOSPITALS AND SOME PRIVATE DOCTORS' OFFICES. THE TRAINING INCLUDED FILING, TYPING, ANSWERING PHONES, GREETING CLIENTS, DUPLICATING MATERIALS, BILLING PATIENTS, AND MAKING APPOINTMENTS.

ALL BUT TWO OF THE STUDENTS WHO WERE ATTENDING CLASSES DURING THE FOURTH QUARTER PARTICIPATED IN THE TRAINING. A COMPLETE LIST OF STUDENTS AND LOCATIONS CAN BE FOUND IN APPENDIX G.

EVALUATIONS OF THE TRAINING PROJECT WERE COMPLETED BY TRAINEES, THEIR ON-SITE SUPERVISORS, AND THEIR FACULTY SUPERVISORS. THESE EVALUATIONS CLEARLY INDICATE THE TRAINING PROGRAM WAS VERY SUCCESSFUL.

STUDENTS FELT THE TRAINING PROGRAM ENABLED THEM TO GAIN MORE EXPERIENCE AND KNOWLEDGE ABOUT THEIR VOCATION AND SERVED TO INCREASE THEIR SKILLS TREMENDOUSLY.

ON-SITE SUPERVISORS WERE EXTREMELY PLEASED WITH THE STUDENTS' PERFORMANCE AND DEDICATION. THEY INDICATED THAT THE CLASSROOM INSTRUCTION THE STUDENTS RECEIVED MUST HAVE BEEN COMPREHENSIVE IN ORDER FOR THE STUDENTS TO PERFORM SO WELL IN AN ON-THE-JOB SITUATION.

BASED ON OBSERVATIONS AND CONFERENCES, FACULTY SUPERVISORS INDICATED THAT THEY WERE EXTREMELY SATISFIED WITH THEIR TRAINEES' PERFORMANCE AND THEY FELT THE EXPERIENCES PROVIDED BY THE ON-SITE SUPERVISORS WERE VALUABLE AND CHALLENGING. DURING THE TRAINING PROGRAM THE FACULTY SUPERVISORS HELD CONFERENCES WITH THE TRAINEES TO DISCUSS STUDENT PROGRESS.

STUDENT ATTITUDES

IN ORDER TO ASSESS STUDENT ATTITUDES ABOUT THE PROGRAM, A SAMPLE OF STUDENTS COMPLETED AN ATTITUDE SURVEY. A TOTAL OF 20 STUDENTS WERE ADMINISTERED A SURVEY CONTAINING 21 QUESTIONS. HIGHLIGHTS OF SURVEY RESULTS ARE PRESENTED IN TABLE V. SEE APPENDIX H FOR SURVEY INSTRUMENT.

TABLE V

MATERIAL COVERED IN THIS CLASS IS INTERESTING.

0% NEVER
0% VERY LITTLE
50% SOMETIMES
50% MOST OF THE TIME
0% ALL OF THE TIME

MOST OF THE STUDENTS IN THE PROGRAM THINK THE WORK IS:

10% VERY DIFFICULT
0% DIFFICULT
80% NOT TOO EASY; NOT TOO DIFFICULT
10% TOO EASY

TEACHERS GRADE FAIRLY IN THE PROGRAM. CHECK ONE.

0% NEVER
26% VERY LITTLE OF THE TIME
37% SOMETIMES
37% MOST OF THE TIME
0% ALL OF THE TIME

TEACHERS IN THE PROGRAM GO OUT OF THEIR WAY TO HELP STUDENTS. CHECK ONE.

0% NEVER
11% VERY LITTLE
42% SOMETIMES
47% MOST OF THE TIME
0% ALL OF THE TIME

I FEEL I LEARN MORE IN CLASSES WHEN INSTRUCTION IS PROVIDED
IN MY NATIVE LANGUAGE AND ENGLISH.

TRUE 75% FALSE 25%

I FEEL THIS PROGRAM IS PROVIDING ME WITH THE INSTRUCTION I
NEED TO BECOME A MEDICAL CLERK.

TRUE 85% FALSE 15%

HAVE YOU PARTICIPATED IN THE FIELD WORK EXPERIENCE PORTION OF
THE PROGRAM?

YES 67% NO 33%

HOW VALUABLE WAS THIS FIELD EXPERIENCE IN PREPARING YOU TO BE-
COME A BILINGUAL MEDICAL CLERK?

16% EXTREMELY VALUABLE
42% VALUABLE
26% SOMEWHAT VALUABLE
11% NOT VALUABLE AT ALL

HAVE YOU USED THE COUNSELING SERVICES OFFERED BY DEANZA?

YES 70% NO 30%

HOW LONG WERE YOU/ARE YOU USING THE TUTORING SERVICES?

46% ONE QUARTER
15% TWO QUARTERS
23% THREE QUARTERS
15% FOUR QUARTERS

HOW USEFUL DO YOU FEEL THE SERVICES WERE?

80% VERY USEFUL
20% SOMEWHAT USEFUL
0% NOT USEFUL

CHILD CARE

AN ACTIVITY WHICH WAS CONSTANT THROUGH MOST OF THE TRAINING PERIOD WAS THE ATTEMPT TO ESTABLISH CHILD CARE SERVICES FOR THE STUDENTS. MANY PERSONS AND AGENCIES WERE CONTRACTED BY THE STAFF IN AN ATTEMPT TO START CHILD CARE SERVICE. INFORMATION WAS REQUESTED FROM SACRAMENTO, PUBLIC AND PRIVATE AGENCIES, AS WELL AS FROM DEANZA COLLEGE'S ADMINISTRATION.

THE FINAL RESULT OF THE EFFORTS WAS THE ESTABLISHMENT OF A HEAD START PROGRAM HERE AT THE BILINGUAL CENTER. PROJECT SALUD STUDENTS WERE GIVEN FIRST PRIORITY IN ADMITTANCE OF THEIR CHILDREN.

FINANCIAL ASSISTANCE

IN AN ATTEMPT TO RECRUIT STUDENTS TO PARTICIPATE IN PROJECT SALUD FINANCIAL ASSISTANCE WAS PROVIDED THROUGH DEANZA COLLEGE.

A TOTAL OF 20 STUDENTS PARTICIPATING IN PROJECT SALUD RECEIVED FINANCIAL ASSISTANCE.

COUNSELING SERVICES

IN ORDER TO MEET SPECIFIC COUNSELING NEEDS OF BILINGUAL STUDENTS, TWO BILINGUAL COUNSELORS (SPANISH AND CHINESE) WERE ASSIGNED TO THE PROJECT. RESULTS OF STUDENT SURVEYS INDICATE THAT STUDENTS WERE VERY SATISFIED WITH THE SERVICES PROVIDED BY THE COUNSELORS. COUNSELING RECORDS INDICATE THAT 90% OF THE STUDENTS UTILIZED THESE SERVICES AT LEAST ONCE DURING EACH SEMESTER.

RESULTS FROM A STAFF SURVEY INDICATE THAT THE COUNSELING SERVICES WERE EFFECTIVE IN HANDLING STUDENT PROBLEMS. THEIR OVERALL RATING OF THE SERVICES WAS EXTREMELY HIGH.

LEARNING AND TUTORIAL CENTERS

PROJECT PARTICIPANTS WERE PROVIDED SUPPLEMENTAL INSTRUCTIONAL SERVICES MADE AVAILABLE THROUGH THE LEARNING AND TUTORIAL CENTERS OF DEANZA COLLEGE. THE CENTERS ARE STAFFED BY THE COLLEGE AND THEIR SERVICES ARE AVAILABLE TO ALL STUDENTS AND STAFF.

THE LEARNING CENTER PROVIDES THE FOLLOWING SERVICES: LIBRARY, AUDIOVISUAL, INSTRUCTIONAL DEVELOPMENT, STAFF DEVELOPMENT, DUPLICATION PRINTING, AND GRAPHICS. (FOR DETAILED INFORMATION ABOUT THE CENTERS SEE APPENDIX I.)

PROJECT PARTICIPANTS ALSO RECEIVED SUPPLEMENTAL RESOURCES FROM THE TUTORIAL CENTER. STUDENTS PARTICIPATING IN TUTORIAL SESSIONS WERE PROVIDED INDIVIDUALIZED INSTRUCTION FROM TRAINED BILINGUAL TUTORS. TUTORIAL CENTER RECORDS INDICATE THAT 90% OF THE

PROJECT STUDENTS UTILIZED THESE SERVICES OVER THE YEAR. RESULTS FROM A STUDENT SURVEY REVEALED THAT STUDENTS WHO USED THE TUTORIAL SERVICES WERE SATISFIED AND FELT THE TUTORIAL INSTRUCTION HELPED FACILITATE THEIR LEARNING.

CONCLUSIONS

FROM THE DATA PRESENTED IN THIS REPORT ALL OF THE OBJECTIVES STATED IN THE ORIGINAL APPLICATION WERE SUCCESSFULLY ATTAINED. ONLY ONE ORIGINAL OBJECTIVE WAS REVISED TO INCLUDE MORE THAN 50% SPANISH SURNAMED STUDENTS IN THE PROJECT'S ENROLLMENT. THE REVISED OBJECTIVE MORE ACCURATELY REFLECTS THE TARGET POPULATION.

SPECIFICALLY THE OBJECTIVES ACHIEVED INCLUDE:

A COMPREHENSIVE INFORMATION DISSEMINATION SYSTEM FOR RECRUITING PERSPECTIVE STUDENTS WAS IMPLEMENTED.

A TOTAL OF 56 (42 SPANISH SPEAKERS, 14 CHINESE SPEAKERS) STUDENTS WERE ENROLLED IN THE PROJECT. THE ORIGINAL PROPOSAL CALLED FOR AN ENROLLMENT OF 50 STUDENTS.

A COMPREHENSIVE INSTRUCTIONAL PROGRAM WAS DESIGNED AND IMPLEMENTED. A TOTAL OF 16 SPECIFICALLY DESIGNED COURSES WERE OFFERED PROJECT PARTICIPANTS. IN ADDITION, ALL INSTRUCTORS (14) WERE BILINGUAL.

EXTENSIVE SUPPORT SERVICES IN THE FORM OF COUNSELING, TUTORIAL, AND FINANCIAL ASSISTANCE WERE PROVIDED.

SEVENTY (70) PERCENT OF THE STUDENTS COMPLETED ON-THE-JOB TRAINING IN DESIGNATED HEALTH FACILITIES.

OF THE 38 STUDENTS RECEIVING A CERTIFICATE OF COMPLETION, 22 HAVE BEEN PLACED IN FULL-TIME EMPLOYMENT. TEN (10) ARE CONTINUING THEIR EDUCATION TO INCREASE THEIR PROFICIENCY IN ENGLISH OR OBTAIN AN AA DEGREE IN THE MEDICAL ASSISTANCE FIELD. THIS INDICATES AN 85% EMPLOYMENT RATE IF STUDENTS WHO ARE CONTINUING THEIR EDUCATION ARE INCLUDED IN THIS TOTAL. THE REMAINING SIX STUDENTS WHO COMPLETED THE PROJECT AND NOT CONTINUING THEIR EDUCATION ARE PRESENTLY SEEKING EMPLOYMENT.

STUDENT AND STAFF SURVEYS REVEALED POSITIVE ATTITUDES ABOUT THE PROGRAM.

AN EXTENSIVE STAFF DEVELOPMENT PROGRAM WAS IMPLEMENTED. THIS PROGRAM PROVIDED PERSONNEL THE OPPORTUNITY TO INCREASE THEIR SKILLS IN INSTRUCTIONAL METHODOLOGIES AND RELATED AREAS.

STUDENT ACHIEVEMENT WAS EXTREMELY HIGH FOR THE MAJORITY OF PROJECT PARTICIPANTS. STUDENT GRADE POINT AVERAGES WERE CONSIDERABLY ABOVE AVERAGE. SPECIFIC COURSE ACHIEVEMENT WAS ALSO ABOVE AVERAGE. INCREASES IN ENGLISH ORAL LANGUAGE SKILLS AND SPECIFIC JOB RELATED SKILLS WERE SIGNIFICANT.

PROJECT PARTICIPANTS SIGNIFICANTLY INCREASED THEIR EARNING CAPACITY AFTER SUCCESSFULLY COMPLETING THE PROGRAM. A SAMPLE OF STUDENTS REPORTED AN INCREASE OF 183% IN THEIR MEDIAN INCOME AFTER PARTICIPATING IN THE PROJECT.

APPENDIX A
Course Descriptions

ACTIVITIES AND LEARNING EXPERIENCES

The Curriculum

The curriculum of Project SALUD included the following courses and content as described:

Course Title and Description

- | | | |
|-----|--|---------|
| 23 | <u>ENGLISH AS A SECOND LANGUAGE: SPEECH.</u> | 3 units |
| | Practice in understanding and producing oral English. Instruction and drill in pronunciation, the grammatical structures of oral English and vocabulary. English 23 and 24 satisfy the speech requirement for the A.A. degree. | |
| 24 | <u>ENGLISH AS A SECOND LANGUAGE: READING</u> | 3 units |
| | Continuation of English 23 and 24 satisfy the speech requirements for the A.A. degree. | |
| 70A | <u>ELEMENTARY TYPEWRITING</u> | 2 units |
| | Prerequisites: None | |
| | Parallel: Office Procedures 70B and 70C. Parallel Business 11A and 11B; San Jose State University. Development of basic typewriting skills and techniques. Introduction of letter styles and forms, tabulations and manuscript typing. Emphasis on personal use. | |
| 5 | <u>ADVANCED FIRST AID EMERGENCY CARE</u> | 4 units |
| | Fundamentals of emergency care with emphasis on the leading kinds of critical health problems that may endanger life or cause severe disabilities. Satisfactory completion of the course will qualify the student for advanced certification as provided by the American National Red Cross. | |
| 302 | <u>MEDICAL TERMINOLOGY</u> | 3 units |
| | Orientation to medical terminology; elements of medical | |

terms, standard medical abbreviations. Spelling of medical terms, defining anatomical structures, diseases, surgical procedures, tumors and descriptive terms by simple analysis of a word.

- (SPECIAL TOPICS IN BUSINESS)
- 97Y MEDICAL SECRETARIAL PROCEDURES 2 units
- Indexing and filing; written communications; medical correspondence; care and ordering of office equipment and supplies; records and transcriptions.
- 97Y SPECIAL TOPICS IN BUSINESS 2 units
- Oral communications; telephone services; appointments; mailing services; travel arrangements; medical research and manuscript reports; medical records and transcription.
- 26B ENGLISH AS A SECOND LANGUAGE: COMPOSITION 4 units
- Instruction and practice in writing, emphasizing the use of acceptable English sentences in paragraphs and short compositions utilizing standard rhetorical techniques. MEETS THE GRADUATION REQUIREMENT IN COMPOSITION.
- 85 BUSINESS CORRESPONDENCE 3 units
- Application of writing skills to business communications. Stresses the public relations function of business correspondence in addition to its purposes of transmitting information and persuading.
- 60 FUNDAMENTALS OF ACCOUNTING 4 units
- A non-professional accounting course introducing the theory of double-entry bookkeeping. Emphasis on understanding basic financial records and forms and on ability to apply elementary accounting procedures.
- 26A ENGLISH AS A SECOND LANGUAGE 4 units
- Group and individual instruction in reading materials. Emphasis on sentence level writing and the development of basic comprehension skills, vocabulary and reading speed.
- 70B INTERMEDIATE TYPEWRITING 2 units
- Improvement of typewriting skills, with vocational applications and emphasis.

100A OPEN TYPEWRITING LABORATORY

1 unit

Use of the facilities of the typewriting laboratory. Projects will be assigned in this laboratory or other business classes. General supervision and consultation exercised by the faculty member in charge.

84 BUSINESS ENGLISH

3 units

A review of English grammar, usage and writing skills, including punctuation, spelling, vocabulary and other mechanics applicable to current business practices.

55 BUSINESS MATHEMATICS AND MACHINES

4 units

Review of basic mathematical operations and concepts and the operation and application of mathematical principles and processes to business and personal finance. Use of electronic calculators.

50 GENERAL WORK EXPERIENCE EDUCATION

1-3 units

Acquisition or improvement of desirable work habits, skills and knowledge through supervised employment. Career/life guidance through attendance at selected seminars.

* All courses were adopted and revised to meet the needs of the limited English speaking student.

APPENDIX B

List of Instructors, Qualifications, and Language Proficiency

This appendix was removed due to poor reproducibility.

APPENDIX C

List of Agencies Sent Information Through U.S.

This appendix was removed due to poor reproducibility.

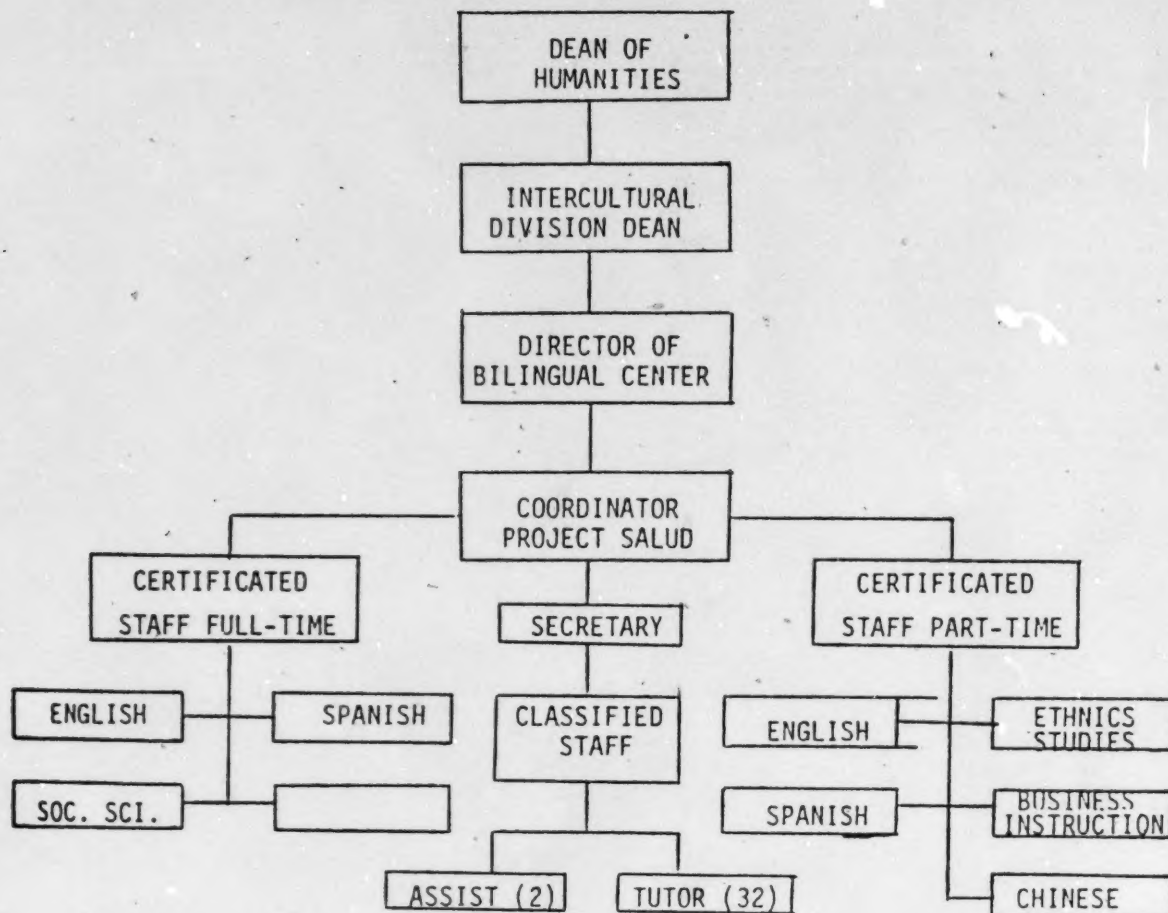
APPENDIX D

List of Hospitals, Clinics, Dr. Offices Sent Information (Local)

This appendix was removed due to poor reproducibility.

APPENDIX E
Organizational Diagram

PROJECT SALUD
ORGANIZATIONAL CHART



APPENDIX F
Example of Instructional Exercise

LEARNING MODULE

MEDICAL OFFICE COMMUNICATIONS AND FORMS

OVERVIEW It is intended that you will be able to prepare medical office written communications, insurance forms, and patient case histories. You will be able to use a common letter style and compose concise, accurate letters.

OBJECTIVES

1. Compose a letter that cancels and reschedules an appointment and type the letter in full-block style with mixed punctuation.
2. Prepare a statement billing a patient for services.
3. Prepare a cash receipt and stub for cash received.
4. Compose a letter that refers a patient to another doctor and type it in full-block style with mixed punctuation.
5. Type a patient case history.
6. Compose a short letter (6-10 lines in body) that acknowledges a patient referral from another doctor and type it in semi-block style, mixed punctuation, adjusting the letter parts for good balance.
7. Log appointments in an appointment calendar.
8. Prepare telephone messages.
9. Complete a Medicare form.

LEARNING ACTIVITIES

1. You work for Dr. Warren Taylor, Internist, who is unable to keep an appointment this Friday at 10:00 a.m. with James W. Langdon, Jr., 4823 - 22nd Street, New York, NY 14058. Dr. Taylor was called out of town unexpectedly, but you cannot contact the patient Langdon by telephone to advise him. Because this is the third time Dr. Taylor has cancelled appointments with Mr. Langdon, compose a very tactful letter cancelling and rescheduling the appointment. Cross out the Friday appointment and log the new one you decide is best for either Monday or Tuesday. Type the letter for your signature in full-block style with mixed punctuation.

Learning Module
Medical Office Communications and Forms

2. Use the blank statement of charges to type a monthly statement for the office call (\$25), injection (\$10), and laboratory fees (\$75) charged to patient James W. Langdon, Jr.. Address a 6 3/4 envelope for the statement.
3. Two weeks after his appointment, Mr. Langdon stops by Dr. Taylor's office to pay his bill; however, he insists on a receipt for his cash payment. Prepare cash receipt No. 53 and complete the receipt stub for your records.
4. Dr. Taylor's patient, Ms. Mei-Lai Yang, suffers from a suspected abnormality of the endocrine system. Her case history from Dr. Taylor's records must be typed and sent with a cover letter referring the patient to Dr. M. F. Wang, Endocrinologist, Blackwood Clinic, 55 - 23rd Avenue, Brooklyn, New York, NY 11034.
 - a. Type the case history using double spacing, indented paragraphs, and one-inch left and right margins.
 - b. Compose and type for doctor's signature a cover letter referring patient Yang to Dr. L. Wang who speaks Chinese. Use full-block style with mixed punctuation. Use at least one compound sentence.
5. Compose a short letter (6-10 lines in body) for doctor's signature that acknowledges the referral of five-year old patient José M. Garca in need of chemotherapy. Send the letter to Dr. Marcelina López, Pediatrician, 99 Broadway N. E., New York, NY 14099. Be sure the short letter is balanced on the page. Semi-block, mixed punctuation.
6. Enter an appointment for José M. Garca for both October 11 and 12 at 10:15 a.m.
7. Type a telephone message from Dr. Gilbert M. Wagdon from the Lynwood Mental Health Center (telephone 556-1256, extension 201) who called at 9:30 a.m. today. Dr. Wagdon wants Dr. Taylor to call and give an opinion on the acute respiratory distress suffered by patient Wilson Marison. Wagdon wants Taylor's approval to administer penicillin and streptomycin while the patient remains in the clinic.
8. Type the Medicare insurance form for Mrs. Wilma Jones. Mrs. Jones has a bandaged hand and is unable to fill in her part of the form, so you will have to complete both the patient's and doctor's sections. Patient Jones, Medicare No. 456-99-1231 M, lives at 67 - 88th Street, Brooklyn, New York, 11092; telephone number 643-9988. She has no other health

Learning Module
Medical Office Communications and Forms

insurance. You will have to sign for her in front of a witness and write her name followed by "By _____."
(your name)

Dr. Taylor's physician number is 88-92. Patient Jones has made no payments.

9. The Medicare office of Social Security called to explain that they need to know if the claim for patient Wilma Jones was connected with her employment. You checked the patient records and told them no. Leave a telephone message for Dr. Taylor explaining what you did.

**** EVALUATION**

Assignment	Points Possible	First Attempt	Second Attempt	Third Attempt
Letter-cancel/ reschedule appt	10			
Statement	10			
Cash receipt/stub	10			
Letter-referral	10			
Case history	20			
Letter-acknowledge referral	10			
Appointments	10			
Telephone messages	10			
Medicare form	10			
100 Total				

**** If you are not satisfied with the scores you have received for any part of this module, ask your instructor for ideas on how to improve your work and do it again. You may repeat the assignments as many times as you wish until you reach your goal.**

APPENDIX G
Student List and Training Placement

This appendix was removed due to poor reproducibility.

APPENDIX H
STUDENT ATTITUDE SURVEY

1. How many quarters have you been in the program?

Check one.

- ☐ one
- ☐ two
- ☐ three
- ☐ four

2. How many classes are you taking this quarter?

Check one.

- ☐ one
- ☐ two
- ☐ three
- ☐ four
- ☐ five

3. Rank all the classes you are taking this quarter. Start with the one you like the most and end with the one you like the least.

- a. Most helpful to you ☐
- b. Second most helpful ☐
- c. Third most helpful ☐
- d. Fourth most helpful ☐
- e. Fifth most helpful ☐

4. The material covered in your classes is interesting.

Check one.

- ☐ a. Never
- ☐ b. Very little of the time
- ☐ c. Sometimes
- ☐ d. Most of the time
- ☐ e. All of the time

5. Most of the students in the program think the work is:

Check one.

- ☐ a. Very difficult
- ☐ b. Difficult
- ☐ c. Not too easy; not too difficult
- ☐ d. Too easy

6. Teachers grade fairly in the program.

Check one.

- ☐ a. Never
☐ b. Very little of the time
☐ c. Sometimes
☐ d. Most of the time
☐ e. All of the time

7. The teachers in this program go out of their way to help students.

Check one.

- ☐ a. Never
☐ b. Very little
☐ c. Sometimes
☐ d. Most of the time
☐ e. All of the time

8. I feel I learn more in classes when instruction is provided in my native language and English.

True ☐ False ☐

9. I feel this program is providing me with the instruction I need to become a medical clerk.

True ☐ False ☐

10. Have you participated in the field work experience portion of the program?

Yes ☐ No ☐

11. How valuable was this field experience in preparing you to become a bilingual medical clerk?

- ☐ Extremely valuable
☐ Valuable
☐ Somewhat valuable
☐ Not valuable at all

12. What would you have included in your field experience that wasn't included?

13. Have you used the counseling services offered by DeAnza?

Yes ☐ No ☐

14. Do you feel the counseling services were helpful?

- ☐ Very helpful
- ☐ Helpful
- ☐ Somewhat helpful
- ☐ not helpful

15. Have you used the tutoring services offered by DeAnza?

Yes ☐ No ☐

16. How long were you/are you using the tutoring services?

- ☐ one quarter
- ☐ two quarters
- ☐ three quarters
- ☐ four quarters

17. How useful do you feel the services were?

- ☐ very useful
- ☐ somewhat useful
- ☐ not useful

18. How did you decide to be a part of the program?

19. What do you like best about the program?

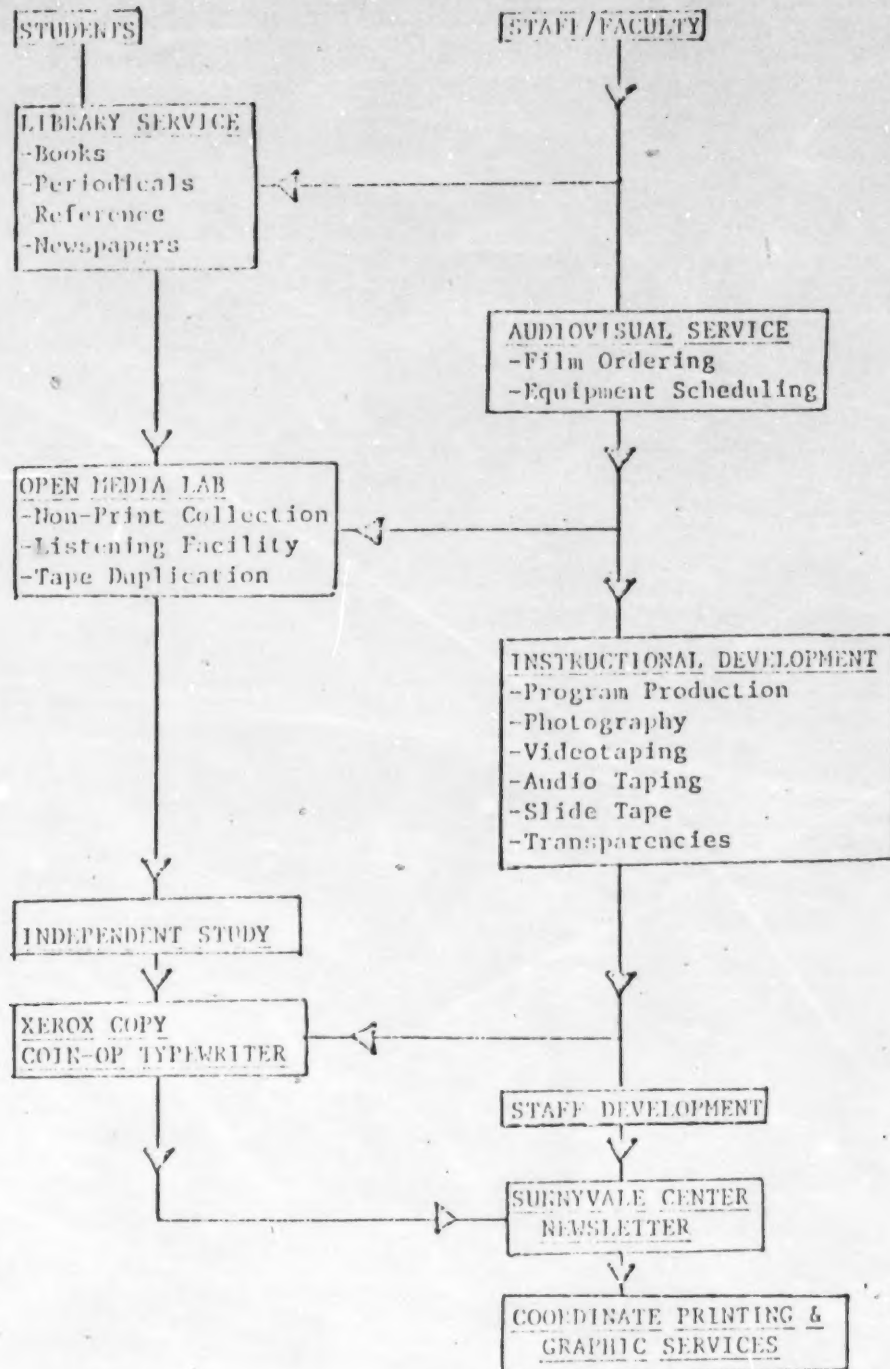
20. What do you like least about the program?

21. What would you like to be included in the program that isn't included now?

APPENDIX I
DESCRIPTION OF LEARNING CENTER

LEARNING CENTER
SUNNYVALE CENTER

PROVIDING SERVICE TO:



LEARNING CENTER

SUNNYVALE CENTER

SUMMARY OF SERVICES

STUDENTS:

Library Service

The Sunnyvale Learning Center houses a core, non-circulating book collection available for student use. In addition, general reference assistance is available.

Though the circulating book collection is small, we can rely on the De Anza Learning Center and the Sunnyvale Public Library to meet student demands. Titles requested one day, if available, will be in the Sunnyvale Learning Center the following day.

Books placed on reserve by teachers for specific classes are housed in the Learning Center and may be checked out for limited periods.

The Learning Center subscribes to over thirty periodicals (See attached list). Most of these are of a popular nature, but some have specialized focus. The Readers' Guide to Periodical Literature is available for students researching topics in magazines.

Newspaper subscriptions include the San Francisco Chronicle, the San Jose Mercury, the Sunnyvale Scribe. Subscriptions have been entered for La Opinion and East-West: the Chinese American Journal.

Open Media Lab

The Open Media Lab houses the non-print collection at Sunnyvale Center. Materials found here include: films, filmstrips, cassette tapes, sound-filmstrips, video tapes, and disc recordings.

The Learning Center is equipped with sixteen study carrels, electronically wired for audiovisual use.

As a service to students, and within copyright law, we can duplicate cassette tapes, if the student provides the blank cassette.

Independent Study

Sunnyvale Center will begin offering Independent Study Courses with the opening of Spring Quarter. First offerings include: The Art Of Fabrics, Introduction to

Summary of Services

STUDENTS: cont.

the Metric System, Rare and Endangered Species, Introduction to Non-Christian Religions, American Radio Broadcasting 1920-1950, and Forkner Alphabet Shorthand.

These courses will consist of a series of independent learning packages to be offered at the student's convenience with no regular class meetings required. The courses may commence anytime during the quarter (in conformance with requirements for class registration set by the registrar) and must be completed in the same quarter.

Coin Operated Devices

As a further service to students, a Xerox Copier (5¢ per copy) is available in addition to a coin operated electric typewriter (10¢ for 10 minutes or 25¢ for a half hour).

Newsletter

Students are encouraged to submit items to be included in the Sunnyvale Center Newsletter published monthly. For further information come to room 7.

LEARNING CENTER

SUNNYVALE CENTER

SUMMARY OF SERVICES

STAFF/FACULTY:

In addition to all the services available to students, staff and faculty are encouraged to take advantage of the following additional services.

Library Service

We are always anxious for recommendations for purchase of books and other print material you feel would be valuable additions to the Sunnyvale Learning Center.

Faculty and staff may request books and other print material be placed "on reserve" in the Learning Center for the use of students involved in their program.

Audiovisual Service

The Learning Center houses a collection of film and other media catalogs and these are available for your use. The Educator's Guide to Free Films lists thousands of motion picture films available to us at no cost. These films are in all subject areas. All films orders should be placed through the Learning Center, Room 7.

Our collection of audiovisual hardware is growing. (Refer to attached list.) Again, all orders for audiovisual gear should be made through the Learning Center. Orders should be placed well in advance of use. Order blanks are available in the Learning Center and in the main office.

The Learning Center staff is anxious to give inservice training, on an individual or small-group basis, to those desiring a working knowledge of audiovisual hardware.

Instructional
Development

There are countless ways to supplement or publicize your program, course, or component utilizing a multi-media approach. The Learning Center staff is ready to assist you in program production. Services in this area include photography, videotaping, audio taping, preparing overhead transparencies and slide/tape programs.

One of the "secrets" to successful program production is planning - - as much in advance as possible.

SUMMARY OF SERVICES cont.

STAFF/FACULTY:

Please schedule a meeting with the Learning Center Staff to discuss the possible uses of this service to your component.

Staff Development

Staff Development assists individuals or groups of Sunnyvale Center to seek ways of creating a more productive and satisfying working environment. The services of the SD office related to this goal are: inservice programs such as courses, workshops, seminars, fellowships, release time, travel, lectures, and the assignment of professional credit for professional growth activities.

El Sol

Faculty and Staff are urged to contribute articles to the monthly Sunnyvale Center newsletter, El Sol. This is an excellent way to publicize programs, classes, special events etc. Distribution is to the students and staff of Sunnyvale Center. The effort is coordinated by the Learning Center.

Duplication,
Printing, and
Graphics

The Learning Center houses a Xerox 3100, a Thermofax copier, and a spirit duplicator. Faculty and staff may make use of all of this equipment. For further information contact Learning Center personnel.

The Learning Center also serves as the liaison between Sunnyvale Center faculty and staff and Printing and Graphic Services on the main campus. Faculty and staff requiring these services should work through the Sunnyvale Learning Center.